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ABSTRACT

A need exists for the assessment of all Federal education programs--to modify, discard, and enlarge present programs and to create new ones where needed. Two new approaches mentioned are the consolidation of 30 Federal programs in elementary-secondary education (Better Schools Act of 1973) and increased emphasis on the Federal role in higher education through student assistance (Basic Educational Opportunity Grants). The most complicated and difficult challenge facing American education is the provision of equal educational opportunity. Other striking currents are the national movement in career education, the growing discontent with the way schools are financed, the reform and renewal at the postsecondary education level, and parental concern with reading achievement. Additional areas explored are the international dimension, veterans education, disadvantaged and handicapped children, teacher supply and demand, school desegregation, migrant children, multicultural classroom, educational technology, and drug abuse. The appendix includes a listing of all advisory committees and councils, their functions, and their membership and meeting dates in 1972. (EA)

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ANNUAL REPORT OF THE U. S. COMMISSIONER OF EDUCATION Fiscal Year 1972

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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S.P. Marland, Jr., *Assistant Secretary for Education*

Office of Education
John Ottina, *Commissioner-designate*

FOREWORD

Under the General Education Provisions Act, the U.S. Commissioner of Education is called upon to make an annual report to the Congress on "the condition of education in the Nation."

That is the burden of the following pages, beginning with an overall assessment in Chapter I by John Ottina, the Commissioner-designate.

Chapters II-XVII of this report present brief descriptions of a cross section of Office of Education activities and concerns during Fiscal Year 1972.

Chapter XVIII is a report on advisory committees serving the Office of Education.

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I. EDUCATION TODAY: A PROGRESS REPORT

Education in the United States today presents a simultaneously heartening and frustrating study of unparalleled accomplishment admixed with unresolved difficulty.

Graduation from high school is so nearly universal that it is easy to forget that as recently as 40 years ago only three youngsters out of 10 earned a diploma. College entrance has become almost as commonplace.

School teachers are better trained; 97 percent of them now hold at least a bachelor's degree.

Students are on the whole more advanced. Youngsters in many high schools are tackling science and mathematics at levels that only a few years ago were considered difficult for college people.

A dismaying proportion of students, however--particularly the children of poor and racially isolated parents living in a decaying inner city or rural slum--are still not receiving an adequate education.

This is not quite the same as to say that the schools are failing. They are succeeding, at least within the sense that they are seeking to educate youngsters who in earlier days would not have been in a classroom in the first place.

Similarly, a dismaying proportion of poor and racially isolated youths are still denied the opportunity for education beyond high school. But this is not to say, either, that the colleges and universities -- or the vocational and technical institutes that are part of our postsecondary system -- are failing. If only in the sense that they are enrolling many youngsters who a few years ago would never have seen the inside of a college classroom, t ey too are succeeding.

The question remains: Is this kind of success enough? To a large degree it is the result of Federal laws enacted at various times of crisis extending over some 20 years, principally the past 10. Enacted as they were to meet the

crisis of a moment, few of these laws bear any coordinated relationship to one another. Moreover, the crises that gave birth to some of them have long passed or diminished in severity, and many of the laws have outlived their usefulness. And some laws, on sober reexamination, now appear to have taken the wrong tack in the first place; they have never really gone very far toward solving the problem it was hoped they would solve.

Other programs, to be sure, have worked out remarkably well. It is, nevertheless, the view of this Administration that it is time to assess all Federal education programs, to modify those that would succeed better with modification, to discard those that will clearly never meet their purpose, at least not at any reasonable cost, to put more "chips" on successful ones, and to create new ones to meet remaining needs. The need to increase employment and halt inflation, without raising taxes, makes it even more necessary at this time to examine the value received for every Federal dollar spend for education -- as with every Federal dollar spent for any purpose.

Considerations like this have been shaping and honing the ideas of this Administration since its earliest days. Many of the resultant conclusions were transformed into law in the Education Amendments of 1972, passed by the Congress and signed by the President last June. Other conclusions have yet to meet their test of fire in the committee rooms and on the floor of Congress.

Illustrative of today's Federal thinking on reform and improvement of education, although by no means of the only thinking, are two new approaches:

In the case of elementary-secondary education, the Better Schools Act (BSA) of 1973. The BSA would consolidate more than 30 Federal programs in such a way as to make them more flexible and efficient and at the same time give State and local authorities the proper responsibility for administering them.

In the case of postsecondary education, an increased emphasis on the Federal role in higher education

through student assistance. A key element here is the new program called Basic Educational Opportunity Grants, which was enacted last June.

Both these new approaches, and others, will be explored in more detail in the chapters of this report dealing with education of the disadvantaged and postsecondary education.

Currents and Cross-currents

The overall strength of our schools and colleges on the one hand and their frustration on the other are among the most striking currents in American education as the Nation heads for the 200th anniversary of its founding. In an enterprise as large and diverse as education, involving more than a third of the entire population, the list of such currents could be extended almost infinitely. But if an arbitrary limit were set, I would in addition cite the following as especially deserving of note:

Equal educational opportunity: Inequality of opportunity not only holds its position as probably the most complicated and difficult challenge facing American education but has taken on new dimensions of complexity.

Particularly in aspects of racial isolation, it is fair to say that progress is being made. According to records of the Department of Health, Education, and Welfare's Office for Civil Rights, the percentage of black students enrolled in all-minority schools has dropped from about 40 percent in 1968 to a current level of a little over 11 percent. There has been a concurrent movement toward refocusing classrooms to embrace the heritage of students whose native language is not English. There are increasing numbers of bilingual programs for Spanish-speaking youngsters and multicultural programs for all youngsters, extending the learning process to include Afro, Hispanic, Indian, and other heritages and thus give the full flavor of the emerging American society. In schools such as those receiving support under emergency school assistance programs, individual school districts in all parts of the Nation are going through the desegregation process with a minimum of dislocation.

Deep and potentially divisive problems nevertheless

remain, symbolized by the controversy over "busing." Whether new directions toward a solution of this explosive issue will emerge from decisions of the United States Supreme Court remains to be seen.

Another element that has enormously broadened the equal opportunity issue is women's rights. After decade upon decade of being accorded something less than first-class citizenship, both as students and as members of school and college staffs, women are obtaining just and equitable treatment. Their demands for an end to discrimination by sex have now been sustained in Federal law.

Change: A deep ferment pervades education in the United States today, an earnest striving for constructive change at all levels. This mood is evidenced at the elementary-secondary level by such innovations as the "informal" classroom, nongraded classes, independent study programs, and a team approach to teaching; and in higher education by such experiments as the "university without walls," which frees the student to have a hand in developing his own curriculum, to stretch across the boundaries that conventionally separate the colleges within a university, and to supplement his academic pursuits by turning to resources within the community.

There is greater awareness of education's responsibilities for developing an environmentally literate society, new initiatives toward capitalizing on the potential of technology, an accelerated movement toward bringing handicapped boys and girls into education's main stream, a more intensive effort to build close and constructive relationships between the school and the local community, a recognition that everyday citizens can play a valuable role in the classroom in a paraprofessional capacity. The search for better ways will know its disappointments as well as its triumphs, but the spirit behind that search is a guarantee that American education will remain vigorous and creative.

Career education: What began as a call to reexamine the purposes of education in terms of the practical interests of students--and of our society--has now taken on the dimensions of a national movement. The call came from Sidney P. Marland, Jr., then the 19th U.S. Commissioner of Education and now the Assistant Secretary for Education

in the Department of Health, Education, and Welfare. The need for reexamination was made evident, Dr. Marland noted, by the record. Each year in the order of 2.5 million young people conclude their formal schooling--perhaps with a high school diploma, perhaps by simply dropping out of school or college--with no preparation for a job. To this dilemma add the human and financial waste--it costs about $12,000 to send a youngster through elementary and high school--represented by the young people who drift through their studies without plan or purpose, ungripped by education because they do not connect it with "real" life.

The career education concept aims at refocusing the learning process at all levels by blending a mutually supportive combination of academic and occupational goals. Launched by the Office of Education and now under the direction of the newly created National Institute of Education, a number of federally supported career education research projects are now going forward. Meanwhile individual school districts and colleges across the Nation have set out on their own with OE encouragement to readjust their curriculums so as to encompass the goal of making sure that every student leaves the classroom with a marketable skill.

School finance: A long-building discontent with the way schools are financed in the United States has effervesced into a move for reform likely to have heavy repercussions in every State in the Nation. The overall issue is composed of several interlacing issues, each in itself presenting difficult and perplexing questions. In reviewing the situation, as good a place as any to start is the practical matter of steadily increasing outlays for the schools. During the decade of the 1960's, total costs for public elementary and secondary education more than doubled, rising (in terms of 1971-72 dollars) from about $22 billion in 1960 to $45 billion in 1970.

In accordance with the long-standing pattern by which public education is financed, the burden of meeting these additional costs has fallen to property owners and, indirectly, renters, since the single most important source of school funds is the property tax.

One result is what many have interpreted as being a taxpayers' revolt, signalled by a growing trend toward negative votes in school bond elections.

Equally strenuous objections have come from citizens who claim that reliance on the property tax as the basic instrument of school financing is inherently inequitable, that it makes the quality of a youngster's education dependent chiefly on the accident of where he happens to live, in a poor or wealthy school district. A suit filed by a group of San Antonio, Tex., parents contending that such reliance is in fact unconstitutional reached the U. S. Supreme Court, which ruled against the parents, leaving it up to State legislatures to change school financing methods if they wish.

Though alteration of the present system would affect millions of children and thousands upon thousands of legal jurisdictions, the Nation is not unprepared to face up to the enormous complications that would without question ensue. Many months prior to the first legal finding on the school finance issue, by the California Supreme Court, the President had called for a number of studies into the facts involved. Further, the OE-sponsored study, Future Directions for School Financing, came to fruition at about the time of the California decision. Additional explorations have been under way by a special internal Office of Education task force.

A fundamental question involved in school finance is the difficult situation of the nonpublic schools, whose costs have risen at least as sharply as those of the public schools. Since support of these schools comes almost altogether from tuition, the only clear way for them to meet their rising costs has heretofore been to raise tuition. The result has been that many parents, because they are unable to pay more, and for other reasons, have sent their children to public school, thus directing still more income away from the nonpublic school.

As a constructive approach toward relieving the burden on parents who wish to send their children to nonpublic school, the Administration has proposed the idea of an income tax credit. Still under development, the tax credit plan would be a relief to parents. Thus it would help preserve the nonpublic institutions that are so much a part of our prized diversity in education. (Since this was written, the U.S. Supreme Court has ruled that such tax credits are unconstitutional.)

Postsecondary education: The Nation's colleges and universities are currently going through an unprecedented period of reform and renewal. Some of the stimulus for reformation has been imposed by the sheer pressure of economics--illustrated by the great disparity between what students pay for their college education and what the institution must spend to provide it. Equally important, however, is the recognition by the colleges and universities themselves that renewal is the only alternative to obsolescence in a period when tradition cannot withstand the pressure of far-reaching changes in human values and social needs.

The financial crunch is heavy, pervasive, and in some places of crisis proportions. A few colleges are foundering and many are cutting back on their services. But many more are finding new strength by recognizing what friendly critics have long contended--that efficiency has not been a common characteristic among institutions of higher learning. The moves now under way toward improving the situation--through such steps as the more effective and intensive use of facilities, installation of more modern administrative procedures, and the development of more efficient organizational arrangements--will not by themselves solve postsecondary education's financial problems.

The reexamination now under way does indicate, however, that the colleges and universities are determined to take a practical, realistic view of their operations and to face up to extensive revisions of customary ways of doing things.

Meanwhile the colleges and universities are engaged in a drive for renewal that is changing the face of postsecondary education throughout the Nation. Individual institutions and prestigious study groups alike are reexamining the basic purposes of higher education and its role in the American society. From these various explorations have emerged a number of common themes. There is a conviction that postsecondary education must be opened to new and different kinds of people, including those not previously thought of as "college material" and those beyond the usual college age. There is a search for greater flexibility-- new kinds of institutions, different approaches to instruction, forms of internal organization that break out of the mold of the

traditional disciplines. There is a move toward greater institutional diversity, providing opportunities not tied to a standard course of study or to a particular campus, or for that matter to a campus at all. There is a determination to see learning as a lifelong process, with students moving in and out of higher education as they see fit and as their needs dictate. And there is a drive--spurred by the career education concept and by the fact that about half of all college students drop out before getting a degree--to re-establish a useful and harmonious relationship between academic pursuits and preparation for the practical necessity of earning a living.

The ferment on college campuses associated with demonstrations and disruption has just about disappeared now, but in its place has come a concern for constructive and valid change whose impact on postsecondary education gives every sign of being basic and lasting.

Reading: Few aspects of the day-to-day school operation come under closer scrutiny by parents than their children's achievements in education's basics, and most particularly reading. Rightly so, for the ability to read is the key determinant of a youngster's success or failure in all other subjects. It has become fashionable to assume that virtually all children read poorly and that the schools have somehow lost the ability to teach them. Not so--judging by findings of an extensive sampling of reading skills among young people in four age groups made last year as part of the continuing National Assessment of Education Progress. Said Assessment officials: "The reading performance of young Americans exceeded noticeably the levels anticipated by the reading specialists who developed the exercises." The performance of a proportion of these young people, on the other hand, was substandard--and not unexpectedly, for authoritative evidence suggests that something in the order of seven million elementary and secondary school students, many of the concentrated in the large cities, are burdened by reading problems that many schools seem unable to solve. To these boys and girls add the nearly 19 million adults whose ability to read is so meagre that they cannot function effectively as self-supporting citizens.

The plight of the nonreader cannot properly be ascribed to incompetent teachers or to a lack of knowledge of teaching techniques that work with most students, as the results of

the National Assessment bear out. The problem would instead seem to consist of the need, first, to identify teaching methods that are effective with youngsters who do not respond to traditional approaches, and second, to give reading the high priority it deserves on the school agenda.

The promotion of reading as the top concern on education's agenda and the identification of teaching techniques adapted to the laggard reader are essential elements of the national Right to Read program, which now has some 240 projects under way--some in schools, some in community centers--aimed at establishing methods and materials that are specifically successful with boys and girls (and adults) who are immune to standard school fare. Equally significant for the long term, Right to Read has brought reading into the spotlight. Special reading programs have been launched in most States and in local communities in all sections of the Nation, some with Federal support, some without it. It is a basic thesis of the Right to Read campaign that, except for that proportion of the population considered uneducable, virtually every youngster can learn to read well if he is offered approaches tailored to his specific needs and strengths. The drive under way now to prove that proposition represents one of the major challenges of this decade.

* * *

The remarkable overall strength of American education, the continuing search for successful methods of teaching disadvantaged youngsters, the pervasiveness of change, the spreading impact of the career education concept, the school finance situation, the renewal of higher education, and the heavy emphasis on reading--these are some of the major currents affecting our schools and colleges today. Together they reveal this essential proposition: American education is on the move, and the movement is forward.

II. OE AT WORK

Over the Office of Education's first 91 years, from 1867 to 1958, its staff increased from four persons to 686 and its budget from $25,000 to $284 million.

In its next 14 years, through the fiscal year ending June 30, 1972, OE's staff climbed to 2,920 and its budget to a little over $5 billion, more than four times the manpower of 1958 and nearly 18 times the program funds.

Beginning with the National Defense Education Act of September 1958, the Congress had enacted during those 14 years an array of education legislation benefiting everyone from kindergarten children to Ph.D. candidates.

By Fiscal Year 1972 the Office of Education was operating more than 100 programs. Yet, while the average OE employee's responsibilities had grown from administering $521,000 in program funds in 1963 to $1.8 million in 1972, the number of employees per program decreased from 35 to 23.

As its programs and budget mounted over these recent years, and as pressure on the staff mounted too, it became more and more clear to OE that, like any other "big business," it needed to adopt big business methods if it was to achieve its expanded objectives. Improvement of internal management was therefore assigned a top OE priority, and a number of noteworthy undertakings were launched toward achieving that objective.

They began with the incorporation of OE's Contracts and Grants Division into a new Office of Business Management, centralizing within this new office the contract and grant operations previously delegated to some 30 OE Bureaus and other units. Though such delegation had doubtless seemed appropriate when it was first undertaken, increasing problems inevitably accompanied the huge expansion of OE programs, since specialists in academic disciplines were as a result required to serve as contract and grant specialists as well, a function quite outside their experience. Their chief difficulty lay with that 10 percent of OE funds that are allocated not by congressionally directed formulas but through what are called "discretionary" grants and contracts

--thousands of them each year--to applicants making the best competitive proposals.

Toward bringing order to a situation that was approaching the chaotic, the Contracts and Grants Division added experienced persons to its staff, conducted 22 two-week courses for 435 program specialists (who still receive and screen most proposals but do not now administer the resulting grants and contracts), and developed a computerized management information system. In addition, earlier discretionary awards were reexamined and many of them cancelled -- as were some formula grants.

Concomitant with the tightening of the contracts and grants operation was the installation of an Operational Planning System (OPS), using the technique known as "management by objectives." The OPS system established a mechanism whereby overall educational objectives could be identified and all programs, regardless of level, managed in terms of those objectives. The impact of this approach is illustrated in certain OE programs that benefit disadvantaged elementary and secondary school children and others that benefit disadvantaged college students. These various programs have been brought together through the establishment of an umbrella objective of Education for the Disadvantaged. Timetables, updated monthly, enable OE management to tell at a glance whether the objective is on schedule and take appropriate action if it is not.

Meanwhile a major step was taken toward bringing OE closer to its clients--the students and the educators in the Nation's schools and colleges. Responsibility for the administration of the "Trio" student assistance programs, for example -- Talent Search, Upward Bound, and Student Special Services -- was assigned to OE's 10 regional offices, and 41 Insured Student Loan representatives were added to the staffs of these offices.

Within OE itself, emphasis was placed on an "Upward Mobility" effort to upgrade subprofessional employees into paraprofessional positions through course work offered by Federal City College. Twenty-five paraprofessional positions were established for these employees, and all of them were filled.

Two other enterprises with heavy implications for management improvement dealt with anticipated new legislation. One concerned the Education Amendments of 1972. Nine task forces were set up to plan the complex arrangements that in fact became necessary when the amendments became law on June 23, 1972. In consonance with an approach OE has increasingly emphasized in recent years, these task forces went to great lengths to involve educational leaders and organizations in their work.

The second area of activity bearing on legislation focused on the development of plans for the future OE role under the Administration's proposed Better Schools Act (BSA). By consolidating more than 30 Federal formula grant programs, the act would simplify the Federal part in the administration of these programs and enhance the authority and autonomy of the States and localities. OE would assume a larger role of technical assistance. The planning called for in Fiscal Year was accomplished, and the act was introduced in Congress in March 1973.

The various internal readjustments and the planning and development activities that marked the work of the Office of Education during Fiscal Year 1972 were important and necessary moves toward strengthening OE's performance. Far more important, of course, are the people whom OE serves and the broad national issues in education that OE is called upon to address--highlights of which are presented on the following pages.

III. THE CAREER CONCEPT AND EDUCATIONAL REFORM

News reports from every section of the country tell of a remarkable redirection taking place in American education, a fundamental shift in focus and objectives.

Its essence is the concept of career education, a move to bring renewed purpose to schooling from kindergarten through postgraduate school by gearing it to life as a whole rather than simply to life in the classroom. Career education is thus seen as giving a focal point to education for all students at all levels-- of acquainting them with the spectrum of career opportunities in the elementary and junior high school years and of preparing them in high school and college to follow career paths they themselves have selected. For adults the concept aims at providing avenues toward learning new skills or refining skills they already possess.

Though career education may embrace aspects of vocational training, the two terms are not synonmous. Career education is a broader process, a blending of academic and occupational studies designed to make sure that, whether as dropout or as high school or college graduate, the student enters the world of work prepared to make his way.

Behind the groundswell of support the career approach is now receiving-- from the President, from Congress, from educators, business and labor leaders, parents, civic groups, and particularly young people themselves-- lies a disturbing paradox.

Although more than 20,000 possible careers are open to young Americans today, each year some 2.5 million boys and girls end their education unequipped to get and hold a job. Many of these youngsters are products of a high school "general curriculum" that prepares students neither for further education nor for work. Many others have simply dropped out of high school or college-- not, they report, for lack of money but because they see no utility or point in the education they are receiving.

The career education approach thus has another function beyond that of preventing, as President Nixon has phrased it, "the waste of human potential." That function is to bring new zest and impact to education by presenting it, not in terms of "learning for learning's sake," but in a manner and form that

students recognize as relevant and real. Such basics as reading and mathematics and social studies would not be disminished; they would on the contrary be strengthened by presenting them in a context that students see as building a foundation for successful, self-sufficient citizenship.

In the search for reform and renewal through the career education concept, the Office of Education has not undertaken to prescribe formulas or standards. Such matters are the responsibility of the States and localities. The role of the Office of Education is rather that of stimulator and advocate, as represented by Fiscal Year 1972 investments of $114 million to support research studies and demonstration projects designed to help the schools and colleges put the concept into practice.

Much of this effort has been concentrated on the development and testing of four models-- four forms that career education might take.

The first is oriented to the school, and today in six selected cities work is under way on a range of instructional units. A typical unit might relate a science lesson to a career in X-ray technology or in oceanography, or course work in the social studies might be tied to the work of historians or geographers or printers or artists.

The second model seeks to explore the potential of a formal alliance between education and employers. At four pilot sites, such various enterprises as banks, printing plants, lumber yards, travel agencies, and labor unions have agreed to join in offering a combination of academic and job-related preparation (in some cases using the firm's equipment and facilities) particularly aimed at youngsters who have proved restive in standard classrooms.

The third pilot undertaking is a rural-residential model, now established at a former Air Force base near Glasgow, Mont. Tailored to disadvantaged residents of remote, isolated areas, this model serves as a temporary (6 to 18 months) home and learning center for every member of the family, parents and children alike.

A fourth model, aimed at bringing community resources into the home, is still under development. Planned as a principal element in this home-community model, as it is called,

is the use of television and radio broadcasts-- supplemented by counseling and guidance-- to involve out-of-school adults in career preparation services available in the local community.

Responsibility for further development and installation of the four models--and for other research and development programs--has now been transferred to the National Institute of Education, created by Congress under the Education Amendments of 1972 as a companion agency of the Office of Education within the newly established Education Division in the Department of Health, Education, and Welfare.

The shift represents no diminution, however, of career education as a leading Office of Education priority. In OE-sponsored pilot projects outside the rigorous research structure of the four national models, some 700,000 students are learning about the careers available to young Americans and what is entailed in them. Teachers, guidance counselors, and school administrators are going back to school, in summer seminars and at school-year planning sessions, to learn how to work career-related activities into their classroom programs. Curriculum units in such broad career fields as manufacturing, public service, and communications are being developed for use with students from kindergarten through high school. And the Office of Education continues its meetings with leaders in education, industry, labor, and civic and ethnic organizations to explore the concept and develop promising approaches to putting it into practice.

Throughout, the goal is to make education more effective for all students in all schools, whatever their circumstances and however broad or limited their ambitions and interests may be.

IV. HIGHER EDUCATION'S CHALLENGING NEW ERA

With enactment last year of the Education Amendments of 1972, the structure was just about completed for the achievement of the long-held goal of making postsecondary education available to every citizen.

The king post of this structure is the new Basic Educational Opportunity Grant program. Basic Grants would assure that aid goes to the students who really need it. This is because they are designed around national criteria of need, and not on an educational institution's subjective judgement of the need of a given student. In this they differ from other Federal student aid programs.

Basic Opportunity Grants are more than just the king post of a new structure of student financial aid. They represent, in fact, the cutting edge of a redefinition of Federal support of postsecondary education--that this support should be channeled through students rather than through institutions.

This redefinition of the Federal role is borne out by the Administration's budget requests for Fiscal Year 1974. Requests for all varieties of student assistance totaled $1.5 billion--$100 million more than estimated expenditures for this purpose in 1973 and nearly $400 million more than was expended in 1972. More than half of this total, some $959 million, was requested for Basic Grants.

One existing program of student aid that fits the new strategy of supporting higher education through students, and which was bolstered by the 1972 amendments, is the Guaranteed Student Loan Program. In the past seven years this program has generated more than $5 billion in low-interest loans from private capital to help more than three million students--from all income levels--finance their education. The Education Amendments increased the loan ceiling for undergraduates from $1,500 to $2,500 a year and the total amount graduate students may borrow to a high of $10,000.

The 1974 budget recognizes too the great value of

three older programs of non-financial assistance to students. Talent Search, Upward Bound, and Special Services for Disadvantaged Students help young people overcome economic, cultural, and educational handicaps that otherwise might bar them from higher education.

Talent Search, which identifies and encourages young people with academic potential to stay in or to reenter secondary school and pursue postsecondary education, served an estimated 125,000 students during the 1971-72 school year. Concurrently, approximately 26,000 high school youths were enrolled in Upward Bound projects aimed at giving them intensive training in preparation for going on to higher education. The third of the "Trio" programs, Special Services for Disadvantaged Students, provided remedial programs, tutoring, and other special assistance to some 40,000 disadvantaged or physically handicapped college students.

The 1974 budget maintains total requests for these programs at the peak estimated expenditure of more than $70 million reached in 1973.

The new direction in support of postsecondary education would not only help guarantee for the first time that no qualified student seeking postsecondary education would be barred from it by lack of funds. It would also reinforce the spirit of competition among our institutions that has made our higher education so strong.

It recognizes, however, that not every institution is as strong as it should be, that some do need help. Consonant with the desire to emphasize assistance to the disadvantaged, and at the same time with overall fiscal considerations, it focuses institutional assistance on strengthening "developing" institutions, particularly predominantly black colleges and other institutions serving large numbers of minorities. Funds for the developing institutions program are maintained at nearly $100 million in the fiscal 1974 budget, the same as the 1973 level and nearly twice the 1972 level.

Another high-return means of assisting postsecondary education is the Cooperative Education Program, which enables institutions to establish projects of alternating

full-time study and full-time work for students. Appropriations go only for planning and monitoring these projects; student salaries are paid by outside employers. The 1974 budget request for Cooperative Education, the same as estimated for 1973, is nearly $1[illegible] million. In 1972 the appropriation was $1.7 million.

The need for reexamination of higher education's fiscal and administrative practices, and of its productivity, was recognized by the Congress this past year by establishing the National Commission on the Financing of Postsecondary Education.

Assistance to higher education in arriving at new educational approaches was part of an Administration proposal in early 1972 for a Foundation for Higher Education, to be established outside of OE. The Foundation would have investigated such things as ways to set up new kinds of institutions, to introduce reforms in graduate education, and to overhaul the system of awarding credentials to individuals. Congress, in enacting the Education Amendments of 1972, did not establish a foundation--but it did authorize most of the activities that a foundation might have carried out.

V. AN INTERNATIONAL DIMENSION

The international dimension of the Nation's interests, symbolized by President Nixon's visits to the People's Republic of China and to the Soviet Union, was reflected educationally last year in Office of Education programs designed to help build a resource of expertise in international affairs and create a better understanding of other cultures and customs, both abroad and here at home.

These programs, administered by OE's Institute of International Studies, included support during Fiscal Year 1972 of efforts essentially aimed at increasing the Nation's manpower pool of trained specialists in the languages and cultures of countries in Africa, Asia, the Middle East, Latin America, and Eastern Europe, and of the USSR; and adding an international aspect to undergraduate general education and to professional graduate level training. Related activities to increase and improve knowledge about other countries were conducted abroad.

OE also supported inter-institutional cooperative research abroad, an interesting example being a comparative study of city administrations in Grand Rapids, Mich. and Ljubljana, Yugoslavia, now being used to develop courses in urban economics, day care service for handicapped children, and the relationship of public administration and public participation to decision-making.

Promotion of intercultural understanding also is at the core of the Teacher Exchange program, which in 1972 arranged for the 1-year interchange of more than 100 American teachers with an equal number of teachers from other countries, as well as a number of one-way exchanges for both American and foreign teachers. Since its inception more than a quarter of a century ago under the Fulbright Act, this program has involved about 13,000 American and foreign teachers. It is operated with funds transferred from the Department of State.

Through such activities as these, OE strives to increase intercultural understanding, to reduce ethnocentrism, and to help the American educational system more closely reflect the realities and interdependency of the modern world.

VI. THE TEACHER CORPS WAY

In the barrios and big city ghettos, in Appalachia, on Indian reservations, and in correctional institutions, Teacher Corps projects are today helping to give more than 100,000 disadvantaged youngsters a better education.

Projects now under way in 150 school systems and 16 correctional institutions-- in cooperation with 85 colleges and universities-- come in a variety of shapes and sizes. Half are urban, half rural. Some serve as few as 15 children, others as many as 2,000. Their common characteristic is that they bring together the school, the community, and the university.

Currently more than 2,500 Corpsmen are at work in 36 States, Puerto Rico, and the District of Columbia, spending about half their time in school classrooms and dividing the other half between community projects and college study for teacher certification. Two thirds of them are working toward their master's degree, and the remainder toward their bachelor's degree. In addition to the Teacher Corpsmen themselves, residents in some 35 local communities-- parents, high school and college students, interested citizens-- are now enrolled as members of the ancillary Volunteer Teacher Corps to serve as tutors and instructional aides.

While conceived of as a uniquely effective approach to improving the education of disadvantaged children, the Teacher Corps has coincidentally had a far-reaching impact on the teacher training programs offered by the participating colleges and universities. The net effect has been a sharp break with the traditional course work approach-- not only for Corpsmen but for all teacher candidates-- in favor of heavy emphasis on on-the-job experience and close involvement with the community.

Of the interns now participating in the program, many entered from the community they are now serving. Almost 400 interns with Mexican-American backgrounds, for example, are now involved in projects for Spanish-speaking children-- following in the footsteps of another 400 Chicanos who have finished their training and are today teaching in bilingual classes. Sixty percent of the interns assigned to Indian

reservations are Indians, and the 270 interns working in correctional institutions include several former inmates.

A basic objective of the Teacher Corps is to bring new blood into the teaching profession, particularly for schools in low-income areas. Studies indicate that of the Teacher Corps men and women who graduate from the program this spring, better than 80 percent will remain in teaching. About 75 percent will work with disadvantaged children, and of these 47 percent will teach in the school system in which they were trained.

VII. HELPING THE EX-GI

Traveling around the country these days are a number of tractor trailers dubbed "Vet Vans." In addition to a load of informational materials, these vans carry crews of counselors who are engaged in a State-by-State search for veterans recently returned from the Vietnam war and now taking up a new life.

Other teams staff counseling, skills training, and placement projects on more than 200 military bases throughout the United States. And, in place of a former arrangement under which counselors were stationed on military bases overseas (phased out as the ranks of servicemen in Vietnam thinned), still others are now working out of the 10 Department of Health, Education, and Welfare regional offices.

The common objectives of these efforts are, first, to impress upon these young men and women the wide variety of federally supported education and training programs that are available to smooth their transition to civilian life and, second, to help them get signed up for these programs.

The counselors show veterans how to obtain Office of Education student financial aids. Under a new OE Vocational, Occupational, and Technical Education program, they open doors into high school day and evening programs or into more advanced studies at vocational and technical institutes.

Another new OE effort now under way is the Special Veterans Talent Search/Upward Bound program, in which some 40,000 veterans are being encouraged to finish high school and go on to post-secondary education-- with the help of federally supported tutoring and counseling projects being conducted at 67 colleges and universities.

Many veterans are being enlisted into the field of education, particularly through the Teacher Corps and through the Career Opportunities Program, with the latter having recruited, trained, and placed more than a thousand veterans as teacher aides.

The education and career training opportunities now available to men and women returning from military duty are rich and numerous. The further job is to encourage and help them capitalize on those opportunities.

VIII. AT THE CROSSROAD IN SCHOOL FINANCE

Public concern for the way America pays for its schools has today climaxed as a nationwide drive for reform, calling for decisions likely to have an impact on education to a degree unprecedented in the Nation's history.

That concern has long been building within the States and in local communities. Rising costs of operating the education system are imposing burdens that property owners claim they can no longer bear. At the same time, there has been growing complaint-- by parent groups and educators alike-- that present school finance methods are both inequitable and inefficient.

Two new elements have now brought the issue into national focus. The first was a series of major studies at the Federal level of traditional school finance methods and possible alternatives. The second and almost simultaneous new development was the involvement of the courts through a flood of lawsuits brought within the States and contending that present school finance patterns are in effect unconstitutional.

A starting point both in the studies and in the lawsuits was an examination of where the money for education in the United States comes from. Of the current annual $52 billion estimated to be spent on the Nation's public elementary and secondary schools, 40 percent is supplied by the States and 8 percent by the Federal Government. The remaining 25 percent is contributed by the local communities and, by long-established tradition, the bulk of it comes from property taxes.

Thus the burden of supporting increased expenditures for the school--to meet higher teacher salaries, higher prices for classroom materials, higher construction costs-- has fallen chiefly on property owners. And the increase has been heavy. During the '60s, total costs for public elementary and secondary education more than doubled, and recently they have been increasing by almost 10 percent annually. One result of this squeeze has been a steady decline in the willingness of voters to approve local school bond issues, to the point that the 1971-72 approval rate was below 50

percent as contrasted with nearly 80 percent less than a decade ago.

In addition to complaints about the financial burden imposed by reliance on the property tax as the chief source of school funds, there have been growing protests over the way the resulting funds are distributed. A number of parent groups and educators maintain that, because of variations in the tax base from community to community, some school districts receive far less in property tax funds than do others. This holds true even though the residents of a district collecting lesser amounts than a neighboring district often tax themselves at a rate higher than that imposed on themselves by their neighbors.

The ultimate result of these protests was the U.S. Supreme Court decision in the case of San Antonio Independent School District v. Rodriguez. In this suit, 15 parents and children residing in the Edgewood district, in the inner city area of San Antonio, Tex., contended that use of the property tax violates the equal protection clause of the 14th Amendment to the U.S. Constitution.

The court held that use of the property tax is constitutional-- but it did not say that this method of financing schools is necessarily the only right one. It left the way open for State legislatures to devise new methods if they see fit.

Meanwhile, beginning in March of 1970, two major examinations of the situation had been launched under the aegis of the White House-- one by the President's Commission on School Finance appointed by the President and headed by former Defense Secretary Neil McElroy; the other by the long established Advisory Commission on Intergovernmental Relations, composed of members of Congress, representatives of the Federal Executive Branch, and State and local governmental officials. Further light on the subject was cast by a series of reports issued in November of 1971 by the National Education Finance Project, a massive research effort initiated in June of 1968 under the sponsorship of the Office of Education.

Several common themes have emerged from these studies-- among them that the States rather than the local communities should assume most of the costs of education. The studies

have also underscored the complicated and difficult adjustment that any change in financing methods would necessarily entail. Thousands of State and local jurisdictions would be involved, and more than 45 million children, and differing opinions regarding optimum approaches to reform would have to be reconciled.

The assignment of exploring the complex issues involved was the full-time job of a 15-member Office of Education Task Force established early last year. Its functions were twofold: (1) to provide staff assistance in illuminating the alternative courses that might be pursued at the Federal level and (2) to give technical and developmental assistance to State study groups and commissions.

In addition to conducting extensive studies of such matters as the variations in school finance arrangements within the States, the issues and background of the court suits that have been brought, and possible new approaches to supporting not only public education but nonpublic as well, the Task Force provided consulting services to 35 States.

Meanwhile every State except Hawaii, which already has full State funding, has taken the initiative and on its own account set up study groups which are now exploring possible next steps at the State level.

IX. HELP FOR THE DISADVANTAGED CHILD

In the seventh year of Title I of the Elementary and Secondary Education Act--the Federal Government's $1.6 billion-a-year effort to assure the promised benefits of education to the economically disadvantaged--two questions remained fundamental:

1. Were disadvantaged covered by the program really receiving extra assistance because of Title I funds, as the Act says they should, or were these funds being swallowed up for general purposes by financially desperate school districts?

2. Can even the best compensatory education program truly make a difference with children victimized by the inertia and disorganization of decaying neighborhoods?

Answers to those questions must be qualified. Certain districts, for example, failed to adhere to two basic premises of the program: that Title I funds supplement, not supplant, local school funds, and that the effort be applied in concentrated doses--strong medicine to treat a critical education problem. It was for such reasons as these that OE formally called into question the manner in which Title I funds were being used in a number of States.

As for the academic effectiveness of the program, there are no representative, nationwide statistics on the progress of Title I children. Some local and State evaluation reports--those from California, Colorado, Connecticut, Rhode Island, Texas, and Wisconsin, for example--indicate that measurable progress has been made, particularly in reading and mathematics.

Nevertheless, the effectiveness of Title I does vary from State to State, and the number of Title I children who continue to fall critically below expected levels of achievement remains substantial.

Given the cumbersome quality of monitoring such a vast program from Washington--some 14,000 school districts participate--and given the inherent desirability of local

control of education, education of the disadvantaged was an obvious candidate for inclusion in the Administration's proposed Better Schools Act (BSA).

Through the BSA the goal of making Federal funding truly work for the betterment of all American children can be attained.

The act would:

Replace a hodgepodge, inefficient tangle of approximately 30 separate categorical grant programs with $2.8 billion worth of aid under one broad authority.

Provide greater flexibility in tailoring programs and resources to State and local education agencies, which are fundamentally responsible for education.

Dramatically reduce red tape, giving educators the opportunity to concentrate on young people instead of on paper.

Of greatest importance, mark a return to the fundamental American principle of diversity in education.

The single broad authority which this act provides would comprehend five major areas of national concern: education of the disadvantaged, education of the handicapped, vocational education, assistance to school districts affected by Federal activities, and supporting services and materials.

A percentage of amounts appropriated for the Better Schools Act would be earmarked for each of these areas. States and local school districts would be permitted to reallocate money to some extent from one to the other--but with one important exception:

No money could be taken out of the amount earmarked for education of the disadvantaged. Money could be taken out of other earmarked amounts and put into education of the disadvantaged, but not the reverse.

Further illustrating this Administration's determination

to deliver, through equal educational opportunity, on America's longstanding promise of equal opportunity in life, the act also includes these provisions:

Funds to be used for the purposes now covered by Title I must be concentrated in school districts with the highest percentages or numbers of disadvantaged children. In turn, districts must concentrate these funds in individual schools with the greatest educational disadvantage.

Desegregation is to be encouraged by providing that a child in a school with a majority of disadvantaged students who transfers to a school with only a minority of such students will be double-counted for purposes of payment to the district the first year of such transfer.

There will be heavy emphasis on providing that the bulk of funds go for teaching reading and mathematics, two subjects in which disadvantaged children have shown up most poorly and from which the greatest benefits can be expected.

X. THE SCHOOLS AND THE HANDICAPPED

The number of handicapped youngsters of school age in the United States today approximates six million, which is to say more than ten percent of the entire school-age population. Add to that figure another million who are pre-schoolers.

Some are deaf, some blind, some crippled, some mentally retarded or emotionally disturbed. Some have speech impairments or severe learning disabilities. Some have combinations of these afflictions.

These handicapped boys and girls can benefit no less than other youngsters from education. Studies show that, given school experiences commensurate with their needs and circumstances, nine out of 10 handicapped children can become productive, self-supporting adults, and the remainder-- and their parents-- can be helped to lead immeasurably happier, more constructive lives.

Spurred by Federal legislation enacted during recent years and by the priority status that the Office of Education has accorded education of the handicapped, considerable progress has been made. Of the six million handicapped boys and girls who have reached school age, about a half are now reported by the States to be receiving some form of special education attuned to their particular needs and problems. Two million others, however, are struggling to keep pace in regular classes taught for the most part by teachers untrained to deal with handicapped students and lacking the necessary equipment, physical facilities, and curriculum materials.

The remaining one million are shut off from education altogether, their problems being considered too disturbing to permit them to enroll in regular classes but not so severe that they should be placed in an institution. Their plight illuminates a prevailing anomaly in education for the handicapped in general: Education has not been seen as a basic <u>right</u>, due as fully to the handicapped child as to any other. The exclusion of such children has now been challenged in the courts. Suits in Pennsylvania and the District of Columbia have established the right of handicapped children

in those jurisdictions to free public education or training. The Pennsylvania decision was based on the mutual consent of all parties to the suit. In the District of Columbia case the rights of handicapped children were founded on the Due Process Clause of the Fifth Amendment to the United States Constitution as well as local statutes and regulations. Suits based on the same plea have been filed in nearly two dozen other States.

There is a second anomaly: In a time when too many teachers are applying for too few jobs, the supply of teachers trained to educate the handicapped falls far short of the demand. OE's Bureau of Education for the Handicapped estimates that 325,000 such teachers are needed. By contrast, only 125,000 are available to handicapped children today, and half of these have not received the training that success requires.

Filling that gap is a major Office of Education concern, both in attracting new teachers to the field and in preparing them and experienced classroom teachers in the special techniques and approaches involved. Last year some 17,000 men and women took part in OE-funded programs aimed at developing more teachers of the handicapped for schools throughout the Nation. Supplementing these training is a network of 14 special education instructional materials centers and four regional materials centers which, together with 300 associated centers, provide an invaluable resource both for teachers and for community agencies.

Though teacher training is an essential strategy in Bureau of Education for the Handicapped operations, the principal emphasis is on the children themselves, through a variety of programs that directly serve some 600,000 handicapped boys and girls. Included among them are a number of early childhood projects that seek to capitalize on research studies which show that much can be done to ameliorate a child's handicap if the educational process is started well before the approach of school age.

Education for the handicapped has made important strides during the past few years, but stubborn questions still challenge. Foremost among them are how to make educational opportunity as readily available to the handicapped as to

other children, and how to recruit and train the numbers and kinds of teachers required to make that opportunity a reality.

The Administration feels that one way to meet some of these stubborn questions is to entrust to the States the administration of that part of the Education of the Handicapped Act (part B) which authorizes grants to States to help them develop projects for handicapped children. To that end, it has included part B among the programs it proposes be put under the Better Schools Act.

Other parts of the Education of the Handicapped Act support projects operated by local school districts and some operated by the Office of Education itself. These activities would not be included in the BSA at this time.

XI. THE RIGHT TO READ

Sales of books amount to about $3 billion in the United States each year, and the country's newspapers and mass circulation magazines have some 450 million readers. America's remarkable system of education, built on a commitment to learning extending back to Colonial days, has produced one of the most literate citizenries anywhere.

Still, surveys show that about 1.5 million adult Americans cannot so much as sign their own name. Another 17-plus million are functionally so illiterate that they are not up to such simple everyday needs as filling out a job application form or understanding a driver's license examination. And some 7 million public school children lag so severely behind in reading that they need special help. These are the dimensions of the challenge that confronts the Office of Education's Right to Read program.

Drawing upon funding under a wide range of legislative authorities, the Office of Education last year devoted some $462 million to the effort. Of this amount, $10 million was earmarked directly for the Right to Read program. The remaining $452 million was spent in reading and reading-related activities administered by other programs of the Office of Education.

Two basic strategies mark the Right to Read approach. One calls for establishing projects to demonstrate effective practices and approaches that others might adapt to their own special situations. The second focuses on coordinating various reading-related programs supported by the Office of Education to promote their more effective use within the States and in local school districts.

Supported with $10 million in "discretionary" funds available to OE for targets of opportunity, 244 Right to Read demonstration projects are now under way. Of these projects, 170 are located in individual schools (including 21 large-city projects that also cover two or more satellite schools). Another 74 are located in community centers. Technical support provided by OE for the operation of these projects includes the assistance of teams of consultants who

visit the project sites and the supply of special packages of planning and background materials.

Toward strengthening these and other reading programs, each State now has a Right to Read coordinator to serve as a link between the OE Right to Read office and the State education agency. In 11 States this linkage has been reinforced through a formal agreement in which the State outlines how it plans to carry out Right to Read principles in its schools and how it intends to use Federal and State funds to improve reading instruction. Awards to support these agreements totaled $380,000 in 1972.

By far the greater part of the investment in reading and reading related activities in 1972 (totaling some $452 million) came through the coordination of efforts under such Federal education laws as the Elementary and Secondary Education Act and the Adult Education Act. Estimates are that these activities reached some 45 million persons, young and old alike, during 1972.

XII. THE GAPS IN THE TEACHER "SURPLUS"

Newspaper headlines speak of a serious "surplus" of teachers for the public elementary and secondary schools, with nearly 340,000 newly certified men and women competing last year for fewer than 200,000 openings. Moreover, projections indicate that for the rest of this decade more people will emerge from college prepared to take teaching jobs than the schools will be prepared to absorb.

The obvious conclusion: The supply of teachers exceeds the demand, and too many more are being trained. What seems obvious statistically, however, is in practice a somewhat different matter. The overall picture disguises imbalances that result in an abundance of teachers in some fields and a paucity in others-- too few black, Indian, Puerto Rican, and Chicano teachers, and too few bilingual teachers or teachers who understand and can meet the needs of low income and minority children and of the handicapped.

Thus last year federally supported projects at 46 developing institutions-- many of them all or predominantly black-- helped prepare some 2,000 teachers and administrators for assignment to recently desegregated schools. Another 2,000 teachers and teachers of teachers were shown how to work more effectively with handicapped children in regular classrooms.

Approximately 8,000 educators participated in programs designed to broaden the horizon of career and vocational education personnel and to familiarize teachers and administrators generally with the concept of career education. Some 500 teachers were trained to provide bilingual education for youngsters whose native language is not English, and more than 5,000 others received instruction in early childhood teaching techniques.

Training in guidance and counseling was given to 665 supervisors and personnel specialists, nearly three quarters of them from minority groups and all from schools located in low income areas.

Some 8,000 men and women, many of them Vietnam veterans, participated in 130 projects under the Career Opportunities Program, which recruits people from the community as teacher

aides and offers them opportunities to climb a career ladder to a college degree and teacher certification. Under the Urban/Rural School Development Program, community workers and school staffs alike-- some 6,500 professional and non-professional personnel in all-- were coached in ways to improve education for students in schools serving high concentrations of low income families.

The "surplus" of teachers revealed by the gross national figures is without question real and significant. No less real and significant, however, are imbalances that summon the colleges and universities to recruit and train particular kinds of teachers in particular aspects of education now inadequately covered.

XIII. AIDING SCHOOL DESEGREGATION

Of the challenges facing American education, none is more difficult and demanding than that of ending racial isolation in the schools-- a challenge that today directly confronts districts in all sections of the Nation.

During 1972, Office of Education programs designed to help school districts successfully undertake the desegregation process embraced a number of legislative authorities brought together as the Emergency School Assistance Program (ESAP). These programs called for expenditures of $75 million. At year's end the Congress authorized a far more comprehensive effort through the Emergency School Aid Act (ESAA). Under this new legislation, $271 million has now been made available to fund ESAA itself, to continue desegregation assistance called for under the Civil Rights Act, and to extend some of the activities conducted during the 1970-71 and 1971-72 school years under ESAP.

Ninety percent of the total grant funds under the ESAP program was channeled to school districts, and 10 percent went to community organizations. Thus, of the $75 million allocated in 1972, $63.9 million went to 451 school districts involved in the reassignment of more than a million students. Most of these grants went to districts in southern and border States, where court ordered desegregation has been most prevalent. The fact that concern with racial isolation knows no boundaries was made clear, however, by the increasing number of grant proposals received from such States as California, Illinois, Michigan, New Jersey, and Pennsylvania.

In accordance with plans developed by the school districts themselves, the allocated funds were used for such purposes as to develop new curriculum materials, offer additional training for teachers, provide special counseling and guidance services for students, create new student activities aimed at improving cross-cultural understanding, and employ specialists in bicultural education. Judging from the findings of studies made during the initial phase of the program, findings supported by subsequent reports from the participating districts, the most effective of these approaches were those involving counseling and the development of special student activities.

These studies also indicate that in schools receiving Emergency School Assistance Program funds, students and teachers alike felt that the racial climate had significantly improved. In a survey covering 879 schools, the majority of students of all races said they felt that they were learning more in school than during the previous year and that the desegregation process was not so turbulent as frequently portrayed.

Besides the grants to school districts, $6.8 million in ESAP funds went to community organizations in 21 States to support activities complementing the desegregation efforts of local schools. These activities-- a number of them student operated-- ranged from tutoring and remedial programs to parent involvement projects and activities designed to collect and disseminate information on the desegregation process to the community at large. ESAP expenditures in 1972 also included $1 million for evaluation and $3.3 million for administration.

During 1972 ESAP grants were concentrated to reflect priority given to those districts where desegregation programs called for the reassignment of the greatest numbers of students. Grant approval criteria were weighted to favor proposals setting forth clear and significant goals.

With the help of funds from the new Emergency School Aid Act, this pattern is now being extended. Office of Education teams operating out of the 10 Department of Health, Education, and Welfare regional offices will be available in all States and the District of Columbia to provide technical assistance and information resources to schools seeking to bring racial isolation to an end.

XIV. BREAKTHROUGHS FOR MIGRANT CHILDREN

For two days in a row last August, 13-year-old Maria had failed to show up at the school she had been attending while her family worked in the sugarbeet fields outside Salt Lake City. Her absence was a source of special concern, for a medical examination had just shown that she had an active case of tuberculosis. School authorities checked the migrant camp at which she had been living and discovered that she and her family had pulled out, their destination unknown.

At 12:15 on the third day of Maria's absence an alert was put out to the 132 teletype operators in the Migrant Student Record System. One of a number of special programs for migrant children carried on under the Elementary and Secondary Education Act (ESEA), the Migrant Student Record System is a computerized system maintaining essential information about school-age youngsters whose farm worker families are constantly on the move, following the crops. At 5:05 that same afternoon Maria was located in California, and shortly thereafter she began to receive intensive medical treatment that doctors say saved her life.

There are something in the order of 450,000 migrant children in the United States, and their education traditionally has been at best disjointed and more often virtually meaningless. Not the least of the problems was that teachers at each new school had no handle on such basic information as what schools the child had previously attended, the subjects he had studied, his health history, his scores on aptitude and achievement tests.

To date the records of 370,000 of these children have been fed into the Migrant Student Record System, and, as the case of Maria suggests, vital statistics on these youngsters are now available to a new school in a matter of hours.

The $1.9 million spent to launch the system, now in its second year of operation, was part of an overall annual investment in migrant children of $64.8 million under ESEA.

While these funds flow to all 48 contiguous States, the amounts allocated vary according to each State's share in the problem of educating the children of the migrant stream. Thus Rhode Island received $2,000 last year for tutoring a handful of youngsters there, whereas Texas received $15 million, primarily for special schooling but also for medical and dental care and for other services.

The national migrant education program is currently stressing two objectives: first, to improve the oral language facility of these children as a prelude to increasing their reading ability; second, to train teachers specifically to work with migrant children.

XV. THE MULTICULTURAL CLASSROOM

Estimates are that five million children in the United States-- some of them members of immigrant families but most of them native born-- come from homes in which English is in effect a foreign tongue.

Thus the teachers they normally encounter in the classroom speak a language they can hardly fathom, and it is not astonishing that such youngsters figure largely in dropout lists. While language presents the most immediate and overwhelming problem, they often also find themselves confronted by a rejection of the cultural background they bring to school.

As a matter both of justice and of capitalizing on the national resource these children represent, the Office of Education supports a variety of programs aimed at improving the quality of the education they receive and retaining the enrichment their cultural diversity brings to the classroom.

Under the Bilingual Education Act, for example, OE last year funded 213 projects serving more than 100,000 students of Spanish speaking backgrounds. Typical of these is the Juan Morel Campos Bilingual Center in Chicago. At this center the pupils find a staff capable of teaching with equal facility in Spanish or in English, whichever best suits the individual need of the students.

Classes are offered in the history, geography, and culture not only of the United States but of the country which these children or their parents or their grandparents once called home.

Support is provided also under other Federal legislative authorities. With funds from the Education Professions Development Act, for example, the Makah Nation in the State of Washington has transformed a neglected rural school at Neah Bay into a model of modern educational practice. Working through a 30-member council, members of the tribe undertook a project which first assessed specific educational needs there and then mounted a program to train local people to deal with those needs.

More broadly, increasing emphasis is now being placed on use of broadcast media to improve the education of non-English speaking children and their parents-- notably through an $800,000 OE grant to support a bilingual television program being developed in California. There is new emphasis also on career training and on postsecondary education. More than 11,500 young people of Spanish-speaking background entered college last year with OE support.

XVI. PROBING THE ROLE OF EDUCATIONAL TECHNOLOGY

Quietly, without fanfare, technology is becoming a major force in American education, commanding as it does so an increasing proportion of school and college budgets.

During the past few years support for educational technology by the Office of Education alone has averaged between $40 million and $50 million. Even so, technology's full potential has yet to be tapped, and in no area would the possibilities appear to be more attractive than television.

OE has sought to capitalize upon the extraordinary coverage made possible by this medium through its support of such programs as Sesame Street and The Electric Company. Both are produced by the Children's Television Workshop with OE as the chief source of support ($7 million out of CTW's $12 million Fiscal Year 1972 budget).

Aimed predominantly at preschool children, Sesame Street increased its audience from eight million to nine million viewers during the 1971-72 school year. Another four million youngsters became ardent fans of The Electric Company, launched last year to teach basic reading skills in the 7 to 10-year age range. Given the traditional slowness by which technological innovations are translated into general practice and regular school use, it is worth noting that half of The Electric Company's four million viewers watched it as part of their regular classroom work, in nearly 19,000 elementary schools.

A major test of television as a medium for improving language instruction and cultural awareness also got under way in 1972 when OE provided $800,000 to the Berkeley Unified School District in California to establish a Bilingual Children's Television Workshop. Drawing in part on Sesame Street's experience and combining extensive research with sophisticated production techniques, the project is seeking to develop a daily nationwide program that will deal with the school readiness problems of Spanish speaking children and at the same time broaden the cultural horizon of English speaking children.

At the higher education level, an OE grant is supporting a University of Nebraska project to plan a television based system designed to extend college courses to every interested citizen in the area. The concept includes the establishment of regional learning centers to back up the broadcast service with tutorial aid, guidance and counseling, and instructional materials.

Another unusual new project calls for lifting a telecommunicatcns satellite into orbit 22,300 miles above the earth to serve as a kind of classroom in space for adults as well as children living in geographically and culturally isolated areas of the Rocky Moutain States (and subsequently in Appalachia and Alaska). Planning for the eight-State experiment is going forward under an OE contract with the nonprofit Federation of the Rocky Mountain States, which is now developing career and early childhood instructional programs that will form the satellite's principal "software." The National Aeronautics and Space Administration is scheduled to launch the satellite itself in the spring of 1974.

These projects and others like them share the common objective of using systematic combinations of various available technologies to extend learning opportunities to as many consumers as possible in a manner both cost effective and educationally productive. Their successess-- and failures-- can be expected to provide valuable clues to educational technology's proper place in American schools and colleges, now and in the years to come.

XVII. HELPING FIGHT THE DRUG ABUSE PROBLEM

Of the 94,000 Americans known from official records to be addicted to heroin, morphine, and cocaine, nearly a fourth are of school or college age. These records, the Federal Bureau of Narcotics and Dangerous Drugs emphasizes, refer only to addicts who have been identified; the actual number is probably six times as great. Moreover, authorities say that far greater numbers of young people-- something in the order of 2.5 million-- use marijuana, LSD, and a range of other harmful substances.

Such is the urgency of the drug user's plight that the symptoms of addiction claim immediate priority. The search for a solution of the overall problem, however, must address its causes. That is the basic proposition of the Office of Education's national Drug Education program. The program's strategy consists of two parts: to develop leadership teams at State and local levels through a variety of training programs, and to give technical assistance to the drug education programs these teams subsequently inaugurate.

Highlighting the Office of Education effort in these directions is the Help Communities Help Themselves program, under which 805 grants--ranging from $2,000 to $5,000 each--have been allocated to cities and towns across the Nation. With these grants the communities send teams of five or six members to 2-week training courses. Each team is made up of representatives of the community--school board members, young people, teachers, school administrators, civic leaders-- who have committed themselves to fighting the problem.

The 2-week courses are offered in eight training-resource centers established by the Office of Education under the Drug Abuse Education Act of 1970. Current participation in these sessions includes 5,000 persons from 50 States plus the District of Columbia and Puerto Rico.

The training offered at the centers emphasizes four basic characteristics of effective drug abuse education:

a "people to people" approach aimed at bringing young people and adults together, the involvement of youth in organizing and conducting the program, participation by a cross-section of the community in creating projects addressed to the community's special needs, and integration of drug education into the school curriculum at all levels.

In addition to conducting training sessions, the eight centers provide followup technical assistance and support to help the leadership teams apply what they have learned and mount similar training efforts within their home community.

XVII. ADVISORY COMMITTEES AND COUNCILS

Introduction

Section 448(a) of the General Education Provisions Act (20 U.S.C. 1233g(a)) directs the Commissioner of Education to transmit to the Committee on Labor and Public Welfare of the Senate and to the Committee on Education and Labor of the House of Representatives, as a part of the Commissioner's Annual Report, a report on the activities of the advisory councils and committees subject to that Act. These are councils and committees established pursuant to statutes authorizing or providing for programs administered by the Commissioner, or established pursuant to section 442 of the General Education Provisions Act (20 U.S.C. 1233a).

As required by law, this report includes a list of all advisory committees and councils, and, with respect to each committee or council, the names and affiliations of its members, a description of its functions, and a statement of the dates of its meetings. The detailed information for each committee and council is given in the appendix.

Section 448(b) provides that:

> If the Commissioner determines that a statutory advisory council is not needed or that the functions of two or more statutory advisory councils should be combined, he shall include in the report a recommendation that such advisory council be abolished or that such functions be combined. Unless there is an objection to such action by either the Senate or the House of Representatives within ninety days after the submission of such report, the Commissioner is authorized to abolish such advisory council or combine the functions of two or more advisory councils as recommended in such report.

Status and Direction

On January 1, 1972, 18 statutory public councils and committees, consisting of members appointed by the President, the Secretary of Health, Education, and Welfare, or the Commissioner of Education with the approval of the Secretary, were serving the Office of Education (OE) in an advisory capacity. (See appendix.) Some committees, designated

by law to advise the Secretary, advise OE through delegation of authority by the Secretary.

Several pertinent actions were taken in 1972 with regard to the Office of Education advisory committees. These were:

1. The Advisory Council on College Library Resources and the Advisory Committee on Library Research and Training Projects were abolished on July 1, 1972, under the authority vested with the Commissioner by section 448(b) of the General Education Provisions Act. The Advisory Council on Library Research, Training, and Resources was created under the authority vested with the Commissioner by section 442(a) of that Act. These actions were taken in accordance with recommendations put forth in the Annual Report of the U.S. Commissioner of Education, Fiscal Year 1971, Chapter IX - Advisory Committees and Councils.

2. The National Commission on School Finance established by Public Law 91-230, enacted April 13, 1970, to study the problems of school finance and to report to the Commissioner and the Congress within 2 years submitted its report, Schools, People, and Money - The Need for Educational Reform, on March 3, 1972, and, having fulfilled its purpose, was terminated.

3. Public Law 92-318, the Education Amendments of 1972, enacted on June 23, 1972, provided for three new statutory advisory councils. These are the National Advisory Council on Equality of Educational Opportunity, the National Advisory Council on Ethnic Heritage Studies, and the National Advisory Council on Indian Education. Upon passage of this Act the Office of Education began searching for the most qualified candidates for membership on these councils.

As a result of these actions, 19 statutory public councils and committees were serving OE in an advisory capacity on December 31, 1972. (See appendix.)

The Office of Education finds that advisory committees are, at times, a useful and beneficial means of furnishing expert advice, ideas, and diverse opinions. On the other hand, it is the policy of both the Congress and the Administration to reduce the number of such groups to the level of absolute necessity. The Commissioner intends to use the services of advisory councils and committees

only when absolutely necessary to the performance of duties assigned to the agency.

During 1972, the Congress concluded its work on new legislation designed to increase the effectiveness and efficiency of advisory committee management in the Federal Government. Enacted October 6, 1972, the Federal Advisory Committee Act (Public Law 92-463) establishes a system governing the creation and operation of advisory committees in the Executive branch of the Federal Government. (Since the effective date of this legislation, January 5, 1973, the Office of Education has managed its advisory groups in accordance with the provisions of this act and those of the statutes previously cited.)

Recommendations for 1973

As stated in the Commissioner's 1971 Annual Report to Congress on Advisory Committees, the Office of Education continually assesses the functions, activities, and effectiveness of its advisory committees.

Critical examination of the advisory committee structure during 1972 has revealed a need for several modifications. To achieve the required changes, in accordance with the provisions of section 448(b) of the General Education Provisions Act, the Office of Education recommends that:

1. THE NATIONAL ADVISORY COMMITTEE ON EDUCATION OF THE DEAF AND THE NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN BE ABOLISHED.*

Rationale

Section 604(a) of Public Law 91-230, the Elementary and Secondary Education Amendments of 1969, vests with the Commissioner the responsibility to establish a National Advisory Committee on Handicapped Children. The Committee is to review the administration and operation of, and make recommendations concerning, programs authorized by the Education of the Handicapped Act (title VI of Public Law 91-230, as amended) and other provisions of law administered by the Commissioner with respect to handicapped children, including their effect in improving the educational attainment of such children. (See appendix.) Such recommendations shall take into consideration experience gained under these and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children.

The National Advisory Committee on Education of the Deaf was created by section 5 of Public Law 89-258 to advise the Secretary concerning the performance of existing programs and the need to

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* This recommendation has been amended by a letter from the Commissioner of Education, and the amended recommendation has been endorsed by a letter from the Acting Secretary of Health, Education, and Welfare. A copy of each letter follows this chapter.

organize new or modify ongoing programs of education for the deaf.

The Office of Education has evaluated the continuing need for maintaining two handicapped-related advisory groups and has concluded, in accordance with Public Law 92-463, that to alleviate the duplication which now exists and to insure the provision of adequate advice and counsel to OE with respect to these program areas, the functions of these two bodies should be consolidated. The Commissioner proposes to establish, under authority of section 442 of the General Education Provisions Act and in accordance with provisions of the Federal Advisory Committee Act, a National Advisory Committee on the Handicapped, to include the functions now carried out by the National Advisory Committee on Handicapped Children and the National Advisory Committee on Education of the Deaf. It is proposed that this action will be initiated upon acceptance of this recommendation by the Congress.

Charter for Proposed National Advisory Committee on the Handicapped

PURPOSE

The Commissioner of Education is responsible for administering the Education of the Handicapped Act (20 U.S.C. 1401 et seq.). It is the policy of the United States, as set forth in this act, to provide assistance to State and local education agencies, institutions of higher education, and other public and private organizations, which contribute to the advancement of the education of handicapped.

Effective discharge of this responsibility requires the advice of a public advisory committee.

AUTHORITY

(20 U.S.C. 1233a) section 442 of the General Education Provisions Act. This Committee shall be governed by the provisions of the Federal Advisory Committee Act (Public Law 92-463) and of part D of the General Education Provisions Act (Public Law 91-230) which set forth standards for the formation and use of advisory committees.

FUNCTIONS

The Committee shall be advisory to the Secretary of Health, Education, and Welfare and the Commissioner of Education. The Committee shall review the administration and operation of the programs authorized by the Education of the Handicapped Act and other provisions of law administered by the Commissioner with respect to

handicapped, including their effect in improving the educational attainment of such people. The Committee shall also review the administration and operation of special institutions (National Technical Institute for the Deaf, Gallaudet College, Kendall Demonstration Elementary School, Model Secondary School for the Deaf, American Printing House for the Blind, and the National Center on Media and Materials for the Handicapped) and make recommendations for the improvement of such administration and operation with respect to such people. Such recommendations shall take into consideration experience gained under this and other Federal programs for the handicapped and, to the extent appropriate, experience gained under other public and private programs for the handicapped. The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than March 31 of each year.

STRUCTURE

The Committee shall consist of 15 members, including a chairman, appointed by the Commissioner with the approval of the Secretary. Members shall include persons who are active in education, training, research, or technological programs for the handicapped and at least three handicapped adults, i.e., deaf, blind, crippled, or other health impaired.

One member shall be appointed as chairman. Members shall be invited to serve for overlapping terms of not more than 3 years. Such terms shall be contingent upon the renewal of the Committee by appropriate action prior to its expiration.

Management and staff services shall be provided by the Associate Commissioner for Education for the Handicapped. The Associate Commissioner or his designee shall serve as the Office of Education delegate to the Committee.

MEETINGS

The Committee shall meet at the call of the chairman, upon approval of the Commissioner or his designee, who shall approve the agenda for the meetings and be in attendance when the meetings are held.

Advance public notice of meetings shall be given, and meetings shall be open to the public unless the Secretary determines otherwise.

Meetings shall be conducted and records shall be kept in accordance with applicable laws and Department regulations.

The Commissioner may, at the request of the Committee, appoint consultants to assist it in its responsibilities.

2. THE ADVISORY COUNCIL ON GRADUATE EDUCATION BE ABOLISHED.

Rationale

The Advisory Council on Graduate Education was established October 16, 1968, by section 291, title II of Public Law 90-575 to advise the Commissioner of Education on matters of general policy in the administration of programs relating to graduate education. The Council served the Office of Education until early 1970, when uncertainty over funding of graduate education programs authorized by title X of the Higher Education Act of 1965 and by title IV of the National Defense Education Act limited the Council's responsibility to those graduate programs in the field of Education.

Funds to support these programs are not included in the President's Fiscal Year 1974 budget request. Therefore, it is recommended that this Council be terminated.

This action will not end OE involvement in the graduate education area. The National Advisory Council on Education Professions Development was created by the Higher Education Act of 1965, as amended by section 2 of Public Law 90-35 (20 U.S.C. 1091a) for the purpose of reviewing the operation of title V of that Act and of all other Federal programs for the training and development of educational personnel, thus making clear its legislative mandate for responsibility for graduate programs in education.

3. THE ADVISORY COUNCIL ON RESEARCH AND DEVELOPMENT BE ABOLISHED.

Rationale

The Advisory Council on Research and Development was created April 13, 1970, by section 808 of Public Law 91-230 which amended section 2 of the Cooperative Research Act, (20 U.S.C. 331a(e)), to advise the Commissioner with respect to matters of general policy arising in the administration of that Act.

The Education Amendments of 1972 (Public Law 92-318), enacted June 23, 1972, created the National Institute of Education and the National Council on Educational Research. Responsibility for

administration of a majority of activities authorized under the Cooperative Research Act has been transferred from the Office of Education to the National Institute of Education. Therefore, such activities are now within the purview of the National Council on Educational Research. Continuation of the Advisory Council on Research and Development would promote duplication of function between these two councils.

4. THE ADVISORY COUNCIL ON ENVIRONMENTAL EDUCATION BE ABOLISHED.

Rationale

The Advisory Council on Environmental Education was established October 30, 1970, by section 3(c) of the Environmental Education Act (Public Law 91-516, 20 U.S.C. 1532(c)) to advise the Commissioner and the Office of Education concerning the administration of that Act.

Funds to support programs and projects authorized by Public Law 91-516 are not included in the President's Fiscal Year 1974 budget request. Therefore, it is recommended that this Council be terminated.

Projections: Fiscal Year 1974

The Office of Education sees the necessity for further modification to the existing committee structure. Since the objective of the Administration's legislative proposal for Education Revenue Sharing (the Better Schools Act of 1973) is to allow States to use funds according to their own priorities, the need for some national councils as they are presently structured would be eliminated. Therefore, the Education Revenue Sharing proposal would repeal:

1. The National Advisory Council on Adult Education
2. The National Advisory Council on the Education of Disadvantaged Children
3. The National Council on Quality in Education
4. The National Advisory Council on Supplementary Centers and Services
5. The National Advisory Council on Vocational Education

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

OFFICE OF THE SECRETARY

WASHINGTON, D.C. 20201

AUG 3 1973

Honorable Harrison A. Williams, Jr.
Chairman, Committee on Labor and
Public Welfare
United States Senate
Washington, D.C. 20510

Dear Mr. Chairman:

This letter constitutes an amendment to Section III, Advisory Committees and Councils of the Office of Education, of the Commissioner's Annual Report submitted to Congress on May 17, 1973. Section III included a recommendation to terminate the National Advisory Committee on Education of the Deaf (NACED) and the National Advisory Committee on Handicapped Children (NACHC) and to create in their place a single committee to advise on the education of the handicapped.

The Annual Report cited section 442 of the General Education Provisions Act (P.L. 91-230) as the authority under which the new National Advisory Committee on the Handicapped would be created. I have determined that this is not the proper way in which to create the new Committee. Instead, I propose to create it pursuant to Section 448(b) of GEPA which states that:

> If the Commissioner determines that a statutory advisory council is not needed or that the functions of two or more statutory advisory councils should be combined, he shall include in the report a recommendation that such advisory council be abolished or that such functions be combined. Unless there is an objection to such action by either the Senate or the House of Representatives within ninety days after the submission of such report, the Commissioner is authorized to abolish such advisory council or combine the functions of two or more advisory councils as recommended in such report.

The new National Advisory Committee on the Handicapped would be a statutory advisory council which could be abolished only in accordance with the provisions of section 448(b) of GEPA or through other legislative action. (Under the Act, of course, the NACH could be abolished only by an appropriate recommendation in a subsequent Annual Report to which neither House of Congress objected within 90 days.)

As stated in the Annual Report the new committee will have all of the functions now carried out by the NACED or NACHC.

I would like to take this opportunity to reaffirm the Department's commitment to activate the new committee as soon as we are free, consistent with section 448(b) of GEPA, to consolidate the NACED and the NACHC. As Under Secretary Carlucci stated in his letter yesterday to Senator Randolph (attached), we expect to have the National Advisory Committee on the Handicapped established by mid-September. It is our intention to appoint persons presently serving on the existing committees to membership on the new advisory body.

If you need any further information on this subject, I will be happy to provide it.

Sincerely,

John Ottina
Acting Commissioner of Education

Enclosure

THE SECRETARY OF HEALTH, EDUCATION, AND WELFARE
WASHINGTON, D. C. 20201

August 2, 1973

Honorable Jennings Randolph
United States Senate
Washington, D.C.

Dear Senator Randolph:

I have noted your concerns regarding the National Advisory Committee on Education of the Deaf and the National Advisory Committee on Handicapped Children as expressed in the resolution considered by the Senate last night. It is my idea, as I know it is yours, that we work together on this matter. Therefore, I believe it appropriate that the following information regarding this issue be presented.

With regard to Office of Education advisory committees, Section 448(b) of the General Education Provisions Act (P.L. 91-230) states that:

> If the Commissioner determines that a statutory advisory council is not needed or that the functions of two or more statutory advisory councils should be combined, he shall include in the report a recommendation that such advisory council be abolished or that such functions be combined. Unless there is an objection to such action by either the Senate or the House of Representatives within ninety days after the submission of such report, the Commissioner is authorized to abolish such advisory council or combine the functions of two or more advisory councils as recommended in such report.

As a result of a continuing study of need for and accomplishments of OE advisory groups it was determined that many of the functions of the National Advisory Committee on Education of the Deaf and of the National Advisory Committee on Handicapped Children were similar and therefore should be combined. Because the official name of neither committee was representative of the combined functions of the two groups (one indicates concern only with the Deaf, the other excludes adult populations) it was decided to create a new advisory body, the National Advisory Committee on the Handicapped. This body will retain all of the functions performed by the predecessor groups.

As indicated in the Commissioner's May 17 report, the Office of Education proposes to activate the new advisory body at the earliest possible date. Formal establishment of this committee will be initiated as soon as it is clear that Congress concurs with the recommendation. If there is no objection, I feel that the new committee can be activated by mid-September. It is our intention that persons now serving on the two committees will be asked to serve as members of the new advisory group.

I do consider the functions of both committees to be important and believe these functions should be continued. A consolidation of the functions of the National Advisory Committee on Handicapped Children and the National Advisory Committee on Education of the Deaf into the function of a single advisory group will insure more effective and meaningful input to education policy formulation as it relates to handicapped youth and adults. Therefore, I believe it to be in the best interest of handicapped persons that the Congress accept the recommendations as presented in the Commissioner's Annual Report.

Sincerely,

Frank Carlucci

Acting Secretary

APPENDIX

Advisory Committee Functions, Membership as of December 31, 1972, and Meeting Dates

ADVISORY COUNCILS AND COMMITTEES

Calendar Year 1972

The following statutory advisory councils and committees were authorized or in existence for all or part of calendar year 1972:

Adult Education, National Advisory Council on
Bilingual Children, Advisory Committee on the Education of
College Library Resources, Advisory Council on 1/
Deaf, National Advisory Committee on Education of the
Developing Institutions, Advisory Council on
Disadvantaged Children, National Advisory Council on the Education of
Education Professions Development, National Advisory Council on
Environmental Education, Advisory Council on
Equality of Educational Opportunity, National Advisory Council on 2/
Ethnic Heritage Studies, National Advisory Council on 2/
Extension and Continuing Education, National Advisory Council on
Financial Aid to Students, Advisory Council on
Graduate Education, Advisory Council on
Handicapped Children, National Advisory Committee on
Indian Education, National Advisory Council on 2/
Library Research and Training Projects, Advisory Committee on 1/
Library Research, Training, and Resources, Advisory Council on 3/
Quality in Education, Advisory Council on
Research and Development, Advisory Council on
School Finance, National Commission on 4/
Supplementary Centers and Services, National Advisory Council on
Vocational Education, National Advisory Council on

1/ Abolished July 1, 1972
2/ Established June 23, 1972
3/ Established December 27, 1972
4/ Terminated March 3, 1972

National Advisory Council on Adult Education

FUNCTION

The Council advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of the Adult Education Act, including policies and procedures governing the approval of State plans under section 306 of this act and policies to eliminate duplication and to effectuate the coordination of programs under the Adult Education Act and other programs offering adult education activities and services. The Council reviews the administration and effectiveness of programs under this act, makes recommendations with respect thereto, and makes annual reports to the President of its findings and recommendations (including recommendations for changes in this act and other Federal laws relating to adult education activities and services). The Secretary of Health, Education, and Welfare coordinates the work of the Council with that of other related advisory councils.

Meetings in 1972: January 20-22
March 23-25
May 25-27
June 22-24
September 14-16
November 9-12

Members as of December 31, 1972:

Roberta Church
Consultant, Social and
Rehabilitation Service
Department of Health, Education,
and Welfare
Washington, D.C. 20201

President T. Kong Lee
Lincoln University
858 Clay Street
San Francisco, Calif. 94108

Honorable Charles P. Puksta
Mayor
6 Elm Street
Claremont, N.H. 03743

Harold Spears
Consultant to Schools
School of Education
Education 241
Indiana University
Bloomington, Ind. 47401

President Cleveland L. Dennard
Washington Technical Institute
4100 Connecticut Avenue N.W.
Washington, D. C. 20008

Leonard R. Hill (Chairman)
Administrative Director
Adult Basic Education
State Department of Education
Lincoln, Nebr. 68509

Alfredo N. Saenz
Assistant Superintendent
Harlandale Independent
School District
102 Genevieve Street
San Antonio, Tex. 78285

John N. LaCorte, President
LaCorte Insurance Agency
111 Columbia Heights
Brooklyn, N.Y. 11201

Ann D. Hopkins
Housewife
4302 Wendover Road
Baltimore, Md. 21218

Donald F. Rodgers
Executive Director
New York Building
and Construction Industry
Board of Urban Affairs
605 Third Avenue
New York, N.Y. 10016

Marjorie Trombla
Trombla's Jewelers
109 South Atchinson
El Dorado, Kans. 67032

Paul F. Johnston
Consultant
State Department of Public
Instruction
Des Moines, Iowa 50319

Thomas W. Mann
Professor of Adult Education
College of Education Building
Florida Atlantic University
Boca Raton, Fla. 33432

President William P. Miller
Muskingum College
100 Montgomery Hall
New Concord, Ohio 43762

James E. Stratten
Chief, Division of Appren-
ticeship Standards
Department of Industrial Relations
455 Golden Gate Avenue #3230
San Francisco, Calif. 94102

Advisory Committee on the Education of Bilingual Children

FUNCTION

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) concerning the preparation of general regulations for and (2) with respect to policy matters arising in the administration of the Bilingual Education Act, including the development of criteria for approval of applications thereunder. The Commissioner, with the approval of the Secretary, appoints such special advisory and technical experts and consultants as may be useful and necessary in carrying out the functions of the Committee.

Meetings in 1972: None

Members as of December 31, 1972:

Oscar Diaz Villegas, General Agent
Litton International Publishing Company
355 Hostos Avenue
Hato Rey, P.R. 00918

Lois Cooper White
Teacher
Wheatley High School
415 Gabriel
San Antonio, Tex. 78202

Agnes I. Chan
Teacher/Counselor
Francisco Junior High School
980 Sacramento Street
San Francisco, Calif. 94108

Advisory Council on College Library Resources
(Abolished July 1, 1972)

FUNCTION

The Council advised the Commissioner of Education (1) with respect to establishing criteria for the making of supplementary grants to institutions of higher education to assist and encourage such institutions in the acquisition for library purposes of books, periodicals, documents, magnetic tapes, phonograph records, audiovisual materials, and other related library materials and (2) with respect to establishing criteria for the making of special purpose grants for the same purposes to institutions of higher education that demonstrated a special, national, or regional need.

Meetings in 1972: None

Advisory Council on Developing Institutions

FUNCTION

With respect to the program authorized by title III of the Higher Education Act of 1965, as amended, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, assists the Commissioner of Education (1) in identifying developing institutions through which the purposes of that title may be achieved and (2) in establishing the priorities and criteria to be used in making grants under section 304(a) of that title.

Meetings in 1972: None

Members as of December 31, 1972: None -- Selection pending.

National Advisory Committee on Education of the Deaf

FUNCTION

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to the education of the deaf. The Committee performs the following functions:

1. Makes recommendations to the Commissioner and the Secretary for the collection of data to facilitate evaluation and problem identification.

2. Identifies emerging needs for the education of the deaf and suggests innovations to meet such needs or otherwise improve education for the deaf.

3. Suggests promising areas for inquiry to give direction to Federal research in the area of education for the deaf.

4. Makes such administrative and legislative proposals as may be appropriate.

Meetings in 1972: January 28-31
June 22-25
September 29 - October 2

Members as of December 31, 1972:

Nanette Fabray MacDougall (Chairman)
Actress
14360 Sunset Boulevard
Pacific Palisades, Calif. 90272

Professor Harriet G. Kopp
Speech and Hearing Clinic
San Diego State College
San Diego, Calif. 92115

Leo E. Connor, Executive Director
Lexington School for the Deaf
26-26 75th Street
Jackson Heights, N.Y. 11370

Wesley C. Meierhenry
Adult and Continuing Education
105 University High
University of Nebraska
Lincoln, Nebr. 68508

John Melcher, Director
Division of Handicapped Services
Wisconsin State Department of
Public Instruction
Madison, Wis. 53702

Howard Walker, Dean
Division of Continuing Education
University of Kansas
Lawrence, Kans. 66044

Terri R. Velarde
Teacher
Hillside School for the Deaf
4500 Clifton
El Paso, Tex. 79903

Michael E. Boyd
Graduate Student
University of Illinois
Circle Campus
Chicago, Ill. 60680

Barbara Sachs
Doctoral Student
New York University
800 Turkey Run Road
McLean, Va. 22101

Winifred H. Northcott
Project Director
Pre-School Hearing Impaired
Minnesota Department of Education
550 Cedar Street
St. Paul, Minn. 55101

Victor H. Galloway
Director of Professional Services
Model Secondary School for
the Deaf
Gallaudet College
Washington, D.C. 20002

Laurene Simms
Student
University of California
Northridge, Calif. 91324

National Advisory Council on the Education of Disadvantaged Children

FUNCTION

The Council (1) reviews and evaluates the administration and operation of title I of the Elementary and Secondary Education Act, including its effectiveness in improving the educational attainment of educationally deprived children and the effectiveness of programs to meet their occupational and career needs, and (2) makes recommendations for the improvement of this title and its administration and operation. Recommendations take into consideration experience gained under this and other Federal educational programs for disadvantaged children and, to the extent appropriate, experience gained under other public and private educational programs for disadvantaged children.

The Council makes such reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of this title) as it may deem appropriate and makes an annual report to the President and the Congress.

Meetings in 1972: January 3
January 21-22
March 3-4
April 27-28
July 20-21
November 15-16
December 13-14

Members as of December 31, 1972:

Peter Brennan, President
Building and Construction Trades
Council, New York City and
New York State, AFL-CIO
441 Lexington Avenue
New York, N.Y. 10017

Roland De Marco
President Emeritus
Finch College
35 East 85th Street
New York, N.Y. 10028

John Tsu, Director
Institute of Far Eastern Studies
Seton Hall University
South Orange, N.J. 07079

Purificacion Fontanoza
Assistant Professor of Sociology
Sacramento State College
5320 Callister Avenue
Sacramento, Calif. 95819

Maurice Rosenfeld
Chairman of the Board
Equitable Bag Company, Inc.
45-50 Van Dam
Long Island City, N.Y. 11101

Owen F. Peagler, Dean
School of Continuing Education
Pace College
Pace College Plaza
New York, N.Y. 10038

Barbara Culver
County and Juvenile Court Judge
1007 Needly Street
Midland, Tex. 79701

Jose Barbosa-Muniz
Executive Assistant to the President
University of Puerto Rico
Box AD
San Juan, P.R. 11931

Estelle Sotirhos
Former Teacher
1016 Fifth Avenue
New York, N.Y. 10028

Irene C. Cardwell
Retired Teacher and Principal
502 Plaza
Del Rio, Tex. 78840

Wilbur H. Lewis
Assistant Superintendent-Curriculum
and Research
6726 Ridge Road
Parma, Ohio 44129

Alfred McElroy (Chairman)
Port Arthur Independent
School District
Box 1294
Port Arthur, Tex. 77540

Ruth Hagenstein
Civic Leader
3062 SW. Fairmont Boulevard
Portland, Oreg. 97201

Camille V. Dabney, Director
Community Education for
District 189
East Side High School
4901 State Street
East St. Louis, Ill. 62201

Frederick D. Felder, Jr.
Consultant, Work Opportunity Center
107 SE. Fourth Street
Minneapolis, Minn. 55414

National Advisory Council on Education Professions Development

FUNCTION

The Council (1) reviews the operation of title V of the Higher Education Act and of all other Federal programs for the training and development of educational personnel and (2) evaluates their effectiveness in meeting needs for additional educational personnel and in achieving improved quality in training programs as evidenced in the competency of persons receiving such training when entering positions in the field of education. The Council also advises the Secretary of Health, Education, and Welfare and the Commissioner of Education with respect to policy matters arising in the administration of this title and any other matters, relating to the purposes of this title, on which their advice may be requested.

The Council makes an annual report of its findings and recommendations (including recommendations for changes in this title and other Federal laws relating to educational personnel training) to the President and the Congress not later than January 31 of each calendar year.

Meetings in 1972: January 27-28
March 16-18
May 18-20
October 25-27

Members as of December 31, 1972:

Honorable Mary E. Rieke (Chairman)
State House of Representatives
5519 SW. Menefee
Portland, Oreg. 97201

Howard Coughlin, President
Office Employees Professional Union
265 West 14th Street #610
New York, N.Y. 10011

George O. Cureton
Reading Consultant
269 White Road
Little Silver, N.J. 07739

Ted F. Martinez
Director of Student Union
University of New Mexico
1850 Roma NE.
Albuquerque, N. Mex. 87106

Paul H. Masoner, Dean
School of Education
University of Pittsburgh
2816 Cathedral of Learning
Pittsburgh, Pa. 15213

President Larry Blake
Flathead Valley Community College
Box 1174
Kalispell, Mont. 59901

Jennie Caruso
Dean of Women
Maple Heights West
Junior High School
2840 South Moreland Boulevard #11
Cleveland, Ohio 44120

Jason E. Boynton, Director
Center for Educational Field Services
Department of Education
University of New Hampshire
Durham, N.H. 03824

Waldo Banks, President
American Educational Economic
Assistance Foundation
Box 4608
Carson, Calif. 90746

Professor Thomas R. Hill
Political Science Department
Black Hills State College
Spearfish, S. Dak. 57783

President Arnulfo L. Oliveira
Texas Southmost College
Brownsville, Tex. 78520

Marvin Donald Johnson
Vice President for
University Relations
University of Arizona
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Ralph F. Lewis
Editor and Publisher
Harvard Business Review
Cambridge, Mass. 02138

Advisory Council on Environmental Education

FUNCTION

The Council advises the Secretary of Health, Education, and Welfare and the Commissioner of Education. Specifically, the Council:

1. Advises the Commissioner and the Office of Education concerning the administration of, preparation of general regulations for, and operation of programs assisted under the Environmental Education Act.

2. Makes recommendations to the Office of Education with respect to the allocation of funds appropriated pursuant to subsection (d) among the purposes set forth in paragraph (2) of subsection (b) of the act and the criteria to be used in approving applications.

3. Develops criteria for the review of applications and their disposition.

4. Evaluates programs and projects assisted under the Environmental Education Act and disseminates the results thereof.

Meetings in 1972: February 6-8
June 23-25
September 29 - October 1

Members as of December 31, 1972:

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Phyllis Singer
Women's Editor
Waterloo Daily Courier
Waterloo, Iowa 50701

Ella Mae Turner (Chairman)
Teacher
1049 South Cloverdale Avenue
Los Angeles, Calif. 90010

National Advisory Council on Equality of Education Opportunity
(Established June 23, 1972)

FUNCTION

The Council advises the Secretary of Health, Education, and Welfare and the Assistant Secretary for Education. More specifically, the Council:

1. Advises the Assistant Secretary for Education with respect to the operation of the Emergency School Aid Act, including the preparation of regulations and the development of criteria for the approval of applications.

2. Reviews the operation of the program with respect to (a) its effectiveness in achieving the purposes of the Act and (b) the Assistant Secretary's conduct in the administration of the program.

3. Not later than March 31 of each year, submits an annual report of its activities, findings, and recommendations to the Congress.

Not later than December 1, 1973, the Council must submit to the Congress a final report on the operation of the program. Prior to that date, it must submit through the Secretary to the Congress at least two interim reports which must include a statement of its activities and of any recommendations it may have with respect to the operation of the program.

Meetings in 1972: None

Members as of December 31, 1972: None -- Selection pending.

National Advisory Council on Ethnic Heritage Studies
(Established June 23, 1972)

FUNCTION

With respect to the Ethnic Heritage Studies Program authorized by title IX of the Elementary and Secondary Education Act of 1965, the Council carries out the functions specified in part D of the General Education Provisions Act. In carrying out this function, the Council:

1. Advises the Commissioner of Education concerning the administration and operation of the Ethnic Heritage Studies Program.

2. At the request of the Commissioner or his designee, evaluates the effectiveness of current ethnic programs in schools and institutions of higher education.

3. Recommends priorities regarding the types of programs and projects which should be funded at the preschool, elementary, secondary, higher education, or community levels to best achieve the purposes of this legislation.

4. Reviews the effectiveness of programs funded under this act and recommends the most expedient means for communicating to educators, community leaders, and the general public the positive role which ethnicity can play.

5. Submits an annual report of its activities, findings, and recommendations to the Congress not later than March 31 of each calendar year.

Meetings in 1972: None

Members as of December 31, 1972: None -- Selection pending.

National Advisory Council on Extension and Continuing Education

FUNCTION

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education (1) in the preparation of general regulations and (2) with respect to policy matters arising in the administration of title I of the Higher Education Act, including policies and procedures governing the approval of State plans under section 105(b) of that act and policies to eliminate duplication and to effectuate the coordination of programs under this title and other programs offering extension or continuing education activities and services.

2. Reviews the administration and effectiveness of all federally supported extension and continuing education programs, including community service programs, makes recommendations with respect thereto, and makes annual reports of its findings and recommendations (including recommendations for changes in the provisions of title I of the Higher Education Act and other Federal laws relating to extension and continuing education activities).

3. Is to review programs and projects carried out with assistance under title I of the Higher Education Act prior to July 1, 1973. This review is to include an evaluation of specific programs and projects with a view toward ascertaining which of them show, or have shown, (1) the greatest promise in achieving the purposes of such title and (2) the greatest return for the resources devoted to them. The review is to be carried out by direct evaluations by the National Advisory Council, by use of other agencies, institutions, and groups, and by the use of independent appraisal units.

Meetings in 1972: January 26-28
February 28-29
June 12-13
August 24-25
November 16-17

Members as of December 31, 1972:

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Pennsylvania State University
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Drew University
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One representative each from:

Office of Economic Opportunity
U.S. Departments of Agriculture, Commerce
Defense, Labor, Interior, State,
Housing and Urban Development,
Transportation, and Justice
Office of Education
Small Business Administration

Robert Ray, Dean
Division of Extension and
University Services
University of Iowa
Iowa City, Iowa 52240

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Civic Leader
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Director, Intergroup Education
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School District
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San Jose, Calif. 95125

Byron F. Fullerton, Associate Dean
University of Texas School of Law
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Austin, Tex. 78705

Honorable Nicholas A. Panuzio
Mayor
Bridgeport, Conn. 06604

Advisory Council on Financial Aid to Students

FUNCTIONS

With respect to the program authorized by title IV of the Higher Education Act, the Council carries out the duties specified by part D of the General Education Provisions Act and, in particular, advises the Commissioner of Education on matters of general policy arising in the administration of student financial assistance programs and on evaluation of the effectiveness of these programs. The Council functions as a general body and through two subcommittees. One subcommittee concerns itself with the Guaranteed Student Loan Program, part B of title IV, and the other with the Student Assistance Programs of parts A, C, and E.

As a general body the Council:

1. Reviews the accomplishments and problems of the financial assistance programs and makes recommendations to the Commissioner on changes in statutes, regulations, policies, or procedures.

2. Makes recommendations to the Commissioner on methods of financial support for students in postsecondary education.

The Guaranteed Student Loan Program Subcommittee:

1. Reviews and evaluates lender participation in the program so as to maximize their participation and make loans more readily available to students.

2. Reviews and evaluates on a continuing basis the default and recovery activities of the program, making recommendations to the Commissioner on effective ways to hold default rates within reasonable limits and at levels acceptable to the Congress and the lending community.

3. Specifically, and related to 2., makes recommendations to the Commissioner on methods and procedures that can be used to identify the high risk student and reduce his tendency to default on his obligation.

The Student Assistance Subcommittee:

1. Makes recommendations on the development of needs analysis systems.

2. Makes recommendations for the coordination of all student aid programs with special programs for students from disadvantaged backgrounds.

3. Makes recommendations for the coordination of existing Federal and State student aid programs and for the development of programs of incentive grants in States without such programs.

Meetings in 1972: None

Members as of December 31, 1972:

Martin Kane, Assistant Principal
Normandy High School
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Ralph Melbourne, Vice President
Sanda Savings and Loan Association
Albuquerque, N. Mex. 87105

William Neville, Jr., President
First National Bank of McComb
McComb, Miss. 39648

Ralph Singbush, Jr., District Manager
Metropolitan Life Insurance Company
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Advisory Council on Graduate Education

FUNCTION

The Council advises the Commissioner of Education on matters of general policy arising in the administration by the Commissioner of programs relating to graduate education.

Meetings in 1972: None

Members as of December 31, 1972:

Wendell H. Bragonier, Dean
Graduate School
Colorado State University
Fort Collins, Colo. 80521

President John H. Chandler
Salem College
Winston-Salem, N.C. 27108

President Robert W. McVicar
Oregon State University
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Samuel M. Nabrit, Executive Director
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Atlanta, Ga. 30308

One representative each from:

Office of Science and Technology
National Science Foundation
National Foundation on the Arts
and the Humanities

National Advisory Committee on Handicapped Children

FUNCTIONS

The Committee advises the Secretary of Health, Education, and Welfare and the Commissioner of Education. The Committee reviews the administration and operation of the programs authorized by the Education of the Handicapped Act and other provisions of law administered by the Commissioner with respect to handicapped children, including their effect in improving the educational attainment of such children, and makes recommendations for the improvement of such administration and operation with respect to such children. Such recommendations take into consideration experience gained under these and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children. The Advisory Committee from time to time makes such recommendations as it deems appropriate to the Commissioner and makes an annual report of its findings and recommendations to the Commissioner not later than March 31 of each year.

Meetings in 1972: May 31 - June 2
August 3-5
November 13-15

Members as of December 31, 1972:

Frances P. Connor, Chairman
Department of Special Education
Teachers College
Columbia University
New York, N.Y. 10027

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President, Hospital Staff
Doctor's Hospital
Harrisburg, Ill. 62946

R. Elwood Pace
Special Education Programs
State Department of Education
136 East South Temple #1050
Salt Lake City, Utah 84111

National Advisory Council on Indian Education
(Established June 23, 1972)

FUNCTION

The Council advises the Commissioner of Education and the Secretary of Health, Education, and Welfare with regard to programs benefiting Indian children and adults. More specifically, the Council:

1. Submits to the Commissioner a list of nominees for the position of Deputy Commissioner of Indian Education.

2. Advises the Commissioner with respect to the administration (including the development of regulations and of administrative practices and policies) of any program in which Indian children or adults participate, or from which they can benefit, including title III of the act of September 30, 1950 (Public Law 81-874), and section 810 of the Elementary and Secondary Education act of 1965 (both as added by title IV of Public Law 92-318) and with respect to adequate funding thereof.

3. Reviews applications for assistance under title III of the act of September 30, 1950 (Public Law 81-874), section 810 of title VIII of the Elementary and Secondary Education Act and section 314 of the Adult Education Act (all as added by title IV of Public Law 92-318), and makes recommendations to the Commissioner with respect to their approval.

4. Evaluates programs and projects carried out under any program of the Department of Health, Education, and Welfare in which Indian children or adults can participate, or from which they can benefit, and disseminates the results of such evaluations.

5. Provides technical assistance to local educational agencies and to Indian educational agencies, institutions, and organizations to assist them in improving the education of Indian children.

6. Assists the Commissioner in developing criteria and regulations for the administration and evaluation of grants made under section 303(b) of the act of September 30, 1950 (Public Law 81-874) as added by title IV of Public Law 92-318.

7. Submits to the Congress not later than March 31 of each year a report on its activities, which includes any recommendations it may deem necessary for the improvement of Federal education programs in which Indian children and adults participate, or from which they can benefit, which report includes a statement of the National Council's recommendations to the Commissioner with respect to the funding of any such programs.

Meetings in 1972: None

Members as of December 31, 1972: None -- Selection pending.

Advisory Committee on Library Research and Training Projects
(Abolished July 1, 1972)

FUNCTION

The Committee advised the Commissioner of Education on matters of general policy concerning research and demonstration projects relating to the improvement of libraries and the improvement of training in librarianship, or concerning special services necessary thereto or special problems involved therein.

Meetings in 1972: None

Advisory Council on Library Research, Training, and Resources
(Established December 27, 1972)

FUNCTION

The Council:

1. Advises the Commissioner of Education with respect to matters of general policy concerning the administration of title II of the Higher Education Act.

2. Makes recommendations to the Commissioner regarding future goals and directions of programs administered under this title.

3. Advises the Commissioner concerning special services necessary and/or special problems involved in programs administered pursuant to title II of the Higher Education Act.

4. Makes an annual report of its activities, findings, and recommendations to the Congress not later than March 31 of each year.

Meetings in 1972: None

Members as of December 31, 1972: None -- Selection pending.

National Council on Quality in Education

FUNCTION

The Council:

1. Reviews the administration of general regulations for and operation of the programs assisted under the Elementary and Secondary Education Act at the Federal, State, and local levels, and under other Federal education programs.

2. Advises the Commissioner of Education and, when appropriate, the Secretary of Health, Education, and Welfare and other Federal officials with respect to the educational needs and goals of the Nation and assesses the progress of educational agencies, institutions, and organizations of the Nation toward meeting those needs and achieving those goals.

3. Conducts objective evaluations of specific education programs and projects in order to ascertain the effectiveness of such programs and projects in achieving the purpose for which they are intended.

4. Reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to part D, section 541, clause (E) of paragraph (3) of subsection (b) of the Elementary and Secondary Education Act.

5. Makes recommendations (including recommendations for changes in legislation) for the improvement of the administration and operation of education programs, including the programs authorized by title V of the Elementary and Secondary Education Act.

6. Consults with Federal, State, local, and other educational agencies, institutions, and organizations with respect to assessing education in the Nation and the improvement of the quality of education, including:

    a. Needs in education and national goals and the means by which those areas of need may be met and those national goals may be achieved.

    b. Priorities among needs and national goals.

c. Specific means of improving the quality and effectiveness of teaching, curriculums, and educational media, and of raising standards of scholarship and levels of achievement.

7. Conducts national conferences on the assessment and improvement of education, in which national and regional education associations and organizations, State and local education officers and administrators, and other organizations, institutions, and persons (including parents of children participating in Federal education programs) may exchange and disseminate information on the improvement of education.

8. Conducts, and reports on, comparative studies and evaluations of education systems in foreign countries.

9. Makes an annual report, and such other reports as it deems appropriate, on Council findings, recommendations, and activities to the Congress and the President. (The President is requested to transmit to the Congress, at least annually, such comments and recommendations as he may have with respect to such reports and Council activities.)

10. In carrying out its responsibilities, consults with the National Advisory Council on the Education of Disadvantaged Children, the National Advisory Council on Supplementary Centers and Services, the National Advisory Council on Education Professions Development, and such other advisory councils and committees as may have information and competence to assist the Council. (All Federal agencies are directed to cooperate with the Council in assisting it in carrying out its functions.)

Meetings in 1972: None

Members as of December 31, 1972: None -- Selection pending.

Advisory Council on Research and Development

FUNCTION

The Council advises the Commissioner of Education on matters of research policy and specifically on proposals or projects or groups of proposals and projects which represent policy issues, changes, or new departures in programs, suggests fields for special emphasis; and reviews the operations of all Office of Education research plans, programs, and procedures.

Meetings in 1972: None

Members as of December 31, 1972: None

National Commission on School Finance
(Terminated March 31, 1972)

FUNCTION

The Commission made a full and complete investigation and study of the financing of elementary and secondary education and reported the results of the investigation and study and its recommendations to the Commissioner of Education and the Congress.

Meetings in 1972: None

National Advisory Council on Supplementary Centers and Services

FUNCTION

The Council reviews the administration of, general regulations for, and operation of title III of the Elementary and Secondary Education Act, including its effectiveness in meeting the purposes set forth in section 303 of title III; reviews, evaluates, and transmits to the Congress and the President the reports submitted pursuant to section 305(a)(2)(E) of title III; evaluates programs and projects carried out under this title and disseminates the results thereof; and makes recommendations for the improvement of this title and its administration and operation.

Meetings in 1972: January 13-15
April 5
July 27-28
October 13-14
December 8-9

Members as of December 31, 1972:

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Arnold Norskov
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Albion, Nebr. 68620

National Advisory Council on Vocational Education

FUNCTION

The Council:

1. Advises the Secretary of Health, Education, and Welfare and the Commissioner of Education concerning the administration of, preparation of general regulations for, and operation of, vocational and occupational education programs supported with assistance under title I of the Vocational Education Act and under part B of title X of the Higher Education Act of 1965.

2. Reviews the administration and operation of vocational and occupational education programs under these titles, including the effectiveness of such programs in meeting the purposes for which they are established and operated, makes recommendations with respect thereto, and makes annual reports of its activities, findings, and recommendations (including recommendations for changes in the provisions of these titles) to the Secretary for transmittal to Congress.

3. Conducts independent evaluations of programs carried out under these titles and publishes and distributes the results thereof.

4. Reviews the possible duplication of vocational and occupational education programs at the postsecondary and adult levels within geographic areas and makes annual reports of the extent to which duplication exists, together with its findings and recommendations, to the Secretary.

Meetings in 1972: January 7-8
February 26-28
April 14-15
May 4-5
June 30 - July 1
August 18-19
September 29-30
November 17-18

Members as of December 31, 1972:

Lawrence F. Davenport (Chairman)
Vice President for Development
Tuskegee Institute
Tuskegee, Ala. 36088

William Gellman, Executive Director
Jewish Vocational Service
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Jerry S. Dobrovolny, Head
Department of General Engineering
University of Illinois
Urbana, Ill. 61801

Jack Hatcher, President
Varco-Pruden, Inc.
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Donald N. McDowell, Executive Director
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